

## Civic Awareness and Community Satisfaction

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The civic literacy of native-born Americans routinely illustrates gaps in civic education. This deficit is particularly visible when it comes to correctly answering questions about the legal and political framework of the American constitutional republic, including elementary facts related to current political affairs and essential political policymakers. Without knowledge of how to effect change in government, it is extremely difficult to do so. This study aims to connect the reasons behind why youth ages 16-18 increasingly choose to abstain from the democratic process, failing to contribute to the social welfare of their respective communities through the channels of government. A sample of students at Arsenal Technical High School were interviewed in groups of two or individually. Each interview began with five questions from a sample U.S. Citizenship and Immigration Services Naturalization Test in order to estimate the students' level of civic literacy. Following the USCIS test, students were asked a series of questions to gauge their civic engagement and the amount of credibility they perceive in the government. Students who scored higher on the USCIS were more likely to report dissatisfaction with the current state of their Indianapolis neighborhoods. The efforts of this study led to greater questions. Further research will see the initial responses of Arsenal Technical High School students compared to that of students who attend high school in suburban neighborhoods. An evaluation is anticipated show a correlation between increased neighborhood affluence and faith in government action.

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